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ABSTRACT

This information packet is designed to help Ohio's high school and middle/junior high school teachers develop a plan to communicate and market the state's work and family life program to various constituencies (students, parents, guidance counselors, school boards, and the general public). Discussed first are the rationale for and intended results of action plans. Next, the following aspects of marketing the work and family life program are examined: elements and benefits of marketing (product, positioning, promotion, price); steps in promoting the work and family life program (the basics, client groups, objectives for promotion, and prerequisites for effective promotion); and promotion methods to achieve awareness of the program, "presell" it, and achieve action. Concluding the packet are the following: suggested facts to use in communication/promotion; sample benefits of the program to students and society; guidelines for handling objections to the program; and suggested action plan sequence. Appended are the following: hints for using promotional methods for various client groups; sample facts and quotations for use in communicating/promoting the work and family life program; sample materials for promoting the program (testimonials, guidelines for developing news releases, sample action planning form, and sample question-and-answer sheet); and handout and transparency masters. (MN)

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ED 402 433

Action Plan for Communicating and Marketing the Work and Family Life Program

Prepared For

The Ohio Vocational Home Economics Association
1993

By

James S. West, Ph.D.
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ACTION PLAN FOR COMMUNICATING AND MARKETING THE WORK AND FAMILY LIFE PROGRAM

1.0 INTRODUCTION

This information package is designed to help high school and middle and junior high school teachers develop a plan to communicate--in most cases, persuasively communicate--the Work and Family Life Program to their various constituencies:

* Students
* Parents
* Guidance counselors
* School administrators
* School boards
* General public

The package is intended to be a basic promotional aid; just add your local initiative, information, and creativity. Ultimately, the success of the Work and Family Life Program is based on how enthusiastically you, as teachers, embrace the new program, and how committed you are in your efforts to communicate the program's merits to students and others.

THE NEED FOR AN ACTION PLAN

The action plan reflects both a need and an opportunity. There is always a need to communicate about something new to those persons for whom a product or service was designed.

The Emerson adage "...build a better mousetrap and people will beat a path to your door" is not necessarily true:

* People must first learn that you built that new mousetrap (INFORMATION).
* They must want to find a better way to get rid of mice (A NEED).
* If other alternative products exist, you may have to convince people that your product is better than those competing products (PERSUASION).

No matter how wonderful the Work and Family Life program is, you must communicate this program to all those who will have an impact on its success.

This program also creates a good opportunity to communicate. Marketers often modify products and services just to have something new to get their customers' attention. On the other hand, truly new products, different from anything that now exists, are unique and have a natural excitement about them. People want to know about the new or latest product and, equally important, the news media want to write articles about something new and different--or something with a new twist. The Work and

Family Life program creates a great opportunity to get free publicity--whether the program is really new in your community or whether it simply provides an opportunity to promote a new image for your program. The field of home economics also has an opportunity to change its image, attract more students in public schools to elect courses offered by home economists, and attract men and women to the profession.

1.2 WHAT THE ACTION PLAN WILL PROVIDE

The action plan will provide the following for middle, junior high and high school teachers:

1. An overview of what we mean by "marketing" and "communication" and the goals and benefits from these activities

2. The clients/customers (sometimes referred to as "publics") whose support you need

3. Marketing/promotion ideas and methods, and some hints on do's and don'ts

4. Collected facts that might be included in your communication to various client groups

5. A sample list of "benefits" to emphasize in your communication to various client groups

6. A list of possible "objections" some people might raise regarding the Work and Family Life program (with some suggestions on how to answer those objections, and what to do if you can't answer them)

7. An action plan form and suggested sequence for implementing the action plan

8. Some sample materials to get you started
   * A master set of transparencies for a basic presentation about the Work and Family Life program
   * Testimonials from constituent groups who have already implemented the new program
   * A guideline for news releases (with samples)

2.0 MARKETING THE WORK AND FAMILY LIFE PROGRAM

2.1 WHAT IS MARKETING, AND WHY IT IS NEEDED?

Actually, the Work and Family Life Program has already been marketed! Marketing includes much more than just promoting a product or program. It starts with:

1. Identifying the target market of clients/customers (in this case, students, parents, etc.) to be served.

2. Understanding their needs and wants.

3. Evaluating the product/service (in this case, the education program) that is being offered to those clients to satisfy their needs.

2.1a The Product --
If the "product" is not what the customer wants or needs, then marketing calls for product modification, new product development, or better communication to create a perceived need for the existing product. Essentially, that is what has happened in regard to the home economics curriculum in the State of Ohio, and elsewhere. The product has been dramatically altered, and new educational "products" developed, in order to better meet the needs of students. Your challenge is to help students and other client groups understand and want the benefits of the Work and Family Life program.

2.1b Positioning --
Another aspect of marketing is "competitive positioning."

Creating the desired image of the product or service in comparison with competing products and services-

The Work and Family Life Program is helping to alter the image of home economics and, therefore, of home economists. Thus, the image of the profession is being changed and, hopefully, enhanced with the marketing efforts coordinated with a new public school curriculum in home economics. A recent study conducted by the Ohio Home Economics Association found that the image of home economics as an outdated, traditional image primarily involving "sewing and cooking" persists. The new program is consistent with one of the major conclusions of that study; i.e., that the curriculum in home economics needs to be revised to emphasize those areas that students, their parents, and professional educators see as most valuable. The core areas of the Work and Family Life Program provide this changed emphasis.

Having the desired image is more than a nicety; it is essential in a world where one academic field competes with other academic fields for students' interest. "Image" helps identify and distinguish home economics from other fields of study; and an accurate, positive image would help home economists to promote the advantages of their program to prospective students.

2.1c **Promotion --**
This is the area within marketing where we communicate the advantages of the product or service to the target client groups in order to:

1. Provide them with the necessary information about the program so that they understand it.

2. Show them the benefits of "buying" the product or service in order to achieve your desired objective (e.g., to get students to enroll in home economics classes).

3. Anticipate the questions or objections that the prospective customer might raise, and to be prepared to answer them to his or her satisfaction.

4. Persuade prospective clients that their product/service is better than competitors (e.g., to persuade students that the Work and Family Life elective courses are more beneficial to them than other elective options).

2.1d **Price --**
The questions and objections raised by clients reflect the "price" they feel they are being asked to pay for the product or service. In the case of an educational program, the price includes the opportunity cost of what else they can not take or do if they take a home economics class or classes. Thus, it is important to anticipate and effectively answer such questions. This is a critical part of marketing communication.

2.2 HOW TO PROMOTE THE WORK AND FAMILY LIFE PROGRAM

First of all, remember that promotion is communication with a persuasive intent. There is no great secret to successful promotion for any product or service, including an education program. Marketing or promotion experts do not have a corner on great ideas. Frequently, those who are creating and delivering the product or service may have some of the best ideas on how to promote their programs. In fact, many of you have been effectively promoting your programs for many years. Now you simply turn your energies to communicating, persuasively, about the Work and Family Life program that you establish in your school.

2.2a **The Basics --**
The basic elements of successful promotion are fairly simple:

1. Determine with whom you want to communicate. If there

are several target groups, you may have to develop more than one promotion program. You may also have to prioritize those client groups if you have limited resources (time, person-power, and/or money).

2. Know your communication objective with each client group--what specifically you want to achieve.

3. Find out what the needs are of the target client group that relate to your product or service. While student needs will be most prominent in your planning (since students are the primary customer), you should not forget the needs of the other target client groups to whom you are aiming your promotion.

4. Know your product or service (not only being able to accurately describe its features, but also knowing how it is useful--what benefits it provides to your customers). You must know what advantages your program has over competition (in this case, other elective options for students in your school)

5. Anticipate what objections customers might have to your product and be prepared to address those issues in your communication.

6. Find the best vehicle or method to communicate your program to each customer or client group--within your budget.

7. Involve students and FHA/HERO in planning and implementing your promotional program.

2.2b Client Groups --
As indicated previously, your client groups for the Work and Family Life program are fairly clear:

1. Prospective students

2. Parents of prospective students

3. Guidance counselors

4. School administrators:
   * Principals
   * Superintendents
   * Curriculum directors

6. School board members

7. General public

2.2c **Objectives for Promotion --**
While each teacher may want to define his/her own objectives, certainly the following are three of the primary objectives for promoting the Work and Family Life program:

1. Make students and other constituents aware of the program and its value to them.

2. Encourage students to elect Work and Family Life courses in their middle school and/or high school curriculum.

3. Change the image of home economics (which, of course, supports the preceding objective). A positive image not only helps the profession feel better about itself (and, therefore more motivated) but helps accomplish other related objectives:
   * Reduce or eliminate the negative effect of the stereotyped image of home economics.
   * Attract more people to the profession.

2.2d **Prerequisites for Effective Promotion --**

1. Keep the promotion simple, clear, and easy to remember.

2. Get the client's attention, but also accomplish the promotional objective. The promotion should be interesting and entertaining, but not at the sacrifice of achieving its objective.

3. The promotion should stress major selling points (benefits) that are important to the targeted client group. For promotions with limited space or time, do not try to "squeeze in" as many points/benefits as possible, rather concentrate on those few points that will have the greatest impact.

4. The promotion must be tailored to a given client group while maintaining focus on the needs of and benefits for students. Even if similar promotion methods are used, what is said and particularly what is emphasized will often have to be different for each group. For example, a presentation for parents may have to emphasize different features and benefits of the Work and Family Life program than a presentation to the school board.

5. "Two (or three, or more) heads are better than one." The concept of "brainstorming" to generate creative ideas was developed by an advertising person. Join forces with other home economics teachers in your school, school district, vocational education planning

district (VEPD), or OHEA district to come up with ideas for promoting your program--and to lighten the load on individuals.

6. Some methods of communication are more effective than others. To no one's surprise, the most effective methods are those that take the most time and effort. For example, generally one-on-one, face to face communication is more effective than impersonal print or broadcast advertising. However, it is critical to remember that various promotional methods are more effective at one stage or the other of an action plan to communicate/promote the new program. Promotional methods fall into three basic categories:

   * Methods to make clients aware of the program, achieving only a superficial understanding of the program; i.e., its primary features. In most cases this is where "print materials" and print and broadcast news are most helpful.

   * Methods to achieve a more thorough understanding of the program and, if possible, to "pre-sell" it; i.e., to create a positive image of the program--enough so that clients will want to know more about it and will respond positively to further promotional efforts.

   * Methods designed to successfully persuade the client to take the desired action (depending on what the objective is with that client group). Usually personal promotion methods work best here.

2.3 PROMOTION METHODS TO CONSIDER

Below are some methods that have been and/or might be used to communicate persuasively with each of the major client groups identified earlier. Remember, however, that no one has a corner on the market of "great ideas." A "great" promotion idea is one that works!

Each promotion method you use should be evaluated to determine how effective it was. One way to do this is to ask those who were targeted for the promotion--ask both those that accepted your offer and those who did not; e.g., both those who decided to take your new class and some of those who chose other elective courses. This doesn't necessarily require a major research project, just ask a few students you see (its called a non-probability "convenience" sample).

2.3a 1. Methods to Achieve Awareness of the Program:

These methods introduce (or reintroduce) your program, creating an important first impression. Be sure that impression is a good one!

* NEWSLETTERS/INFORMATION LETTERS
  ** Be careful to do this well to catch the target client group's interest and get them to read the copy. This is difficult to do, therefore:
     - Do not try to say too much in one newsletter.
     - Highlight major points.
     - Do not try to use the same newsletter or letter for different client groups unless they have similar needs and interests.

* BROCHURES
  ** Keep the purpose of brochures in mind: to draw attention to the program, get client groups to ask questions, and get clients to keep for future reference.
  ** Brochures are most useful as a descriptive vehicle. Simply and clearly describe the primary components of the program and resulting benefits to students.

* POSTERS
  ** Use to draw attention to the program "on site." This method will be most useful with students and others who physically come to the school and, hopefully, will get them to ask additional questions about the program.
  ** To be most effective, posters should be placed in "high traffic" areas around the school (cafeteria, near rest rooms, study halls, library, etc.), not just next to the home economics classroom.

* BULLETIN BOARDS/EXHIBITS/DISPLAYS
  ** Look for opportunities to display or exhibit at school, local shopping centers, community functions, etc.
  ** Use an attention getting focal point to draw people to look at the display more closely.
  ** Don't try to say too much with one display.

* COPIES OF NEWSPAPER AND MAGAZINE ARTICLES ON THE WORK AND FAMILY LIFE PROGRAM IN HOME ECONOMICS
  ** Display or send copies to selected client

groups to provide "legitimacy" to claims you have made in other promotional communications.

** Use to update information you previously provided to client groups.

* PRESENTATIONS TO COMMUNITY GROUPS
** The Work and Family Life program is a "natural" for a topic to present to various public and private community organizations. It is both new and interesting, and affects the community.
** Offer to speak to public and private community groups such as Rotary Club, Business and Professional Women, Kiwanis (Kiwanis has a philanthropic focus on helping young children).

* COMMUNITY LEADERS AS SPEAKERS FOR YOUR CLASSES
** Give community leaders the chance to see your program up front--and a chance for you to further communicate the program to them.
** Generate newsworthy coverage by the media as well as good "word-of-mouth" among several client groups including students.

* REPORTING OF ALL MAJOR EVENTS AND ACCOMPLISHMENTS TO SCHOOL OFFICIALS
** Communicate all important activities, events and accomplishments to:
- Principals and other school administrators
- Guidance counselors
- School board

* NEWSPAPER RELEASES/PUBLIC SERVICE ANNOUNCEMENTS ON TV AND RADIO
** In general, keep these relatively short with the most important information first and the least important information last. You have very little control over the final copy, but people tend to "believe what they read, see and/or hear." (A sample news releases is included in Appendix C)

* SCHOOL P.A. SYSTEM
** Take advantage of opportunities to use the school P.A. system with carefully crafted announcements.

2.3b 2. Methods to "Pre-Sell" the Program:

* INVITATIONS TO INTERESTED STUDENTS
  ** Personally invite students to visit the department.
  ** Send letter to student's home. (Parents may learn of this opportunity through the same vehicle.)

* REFERRALS FROM CURRENT STUDENTS
  ** Ask current students to suggest names of prospective students:
     - Have your students personally invite them to attend a meeting.
     - You invite them to a meeting via personal letter or verbal invitation.

* REFERRALS FROM GUIDANCE COUNSELORS
  ** Work with guidance counselors to get them to suggest your courses as good elective alternatives.
  ** Encourage your students to share their perceptions of the value of the course with counselors.

* REFERRALS FROM OUTSIDE SOURCES
  ** County departments (such as human services, health, etc.)
  ** Social service organizations
  ** OSU Extension agents

* NEWS MEDIA (MORE IN-DEPTH COVERAGE)
  ** Offer to be interviewed by these shows or paper. The Work and Family Life program should be of interest.
     - TV talk-shows
     - Radio talk-shows
     - Newspaper interviews

* CAREER DAY PARTICIPATION
  ** Promote the career components of the program.
  ** Emphasize the benefits of learning to manage work and family responsibilities.
  ** Feature the interdependence of work and family.

* GUEST SPEAKING
  ** Offer to guest speak at high school or middle school student organizations not related to home economics, or to speak to elementary schools on topics related to the Work and Family Life program.

** Involve students in the presentations.

* FHA/HERO ORGANIZATION
** Increase the visibility of your program with FHA/HERO.

2.3c 3. Methods to Achieve Action:

-CAUTION- It may be important to avoid the appearance of "hard sell" recruiting tactics. Some schools have regulations against direct recruiting. Therefore, the promotion methods below may have to be tempered in content--not overtly trying to persuade students to enroll in home economics courses, rather trying to provide more detailed "information" than was possible in other promotional communications such as brochures or newsletters. Students need enough information to make informed choices.

* GROUP PRESENTATIONS (ORIENTATION MEETINGS, OPEN HOUSES, CONVOCATIONS, PTA/PTO MEETINGS, ETC.)
Give details about the program and begin to convince students to enroll. Use selling aids such as:
** Video tape presentation (showing some events, or a presentation about the program itself).
** Slide presentation (with or without audio).
** Overhead transparencies (if well done can be as effective as the above--can help to make a very professional presentation).

* ONE-ON-ONE DISCUSSIONS DURING A SCHOOL OPEN HOUSE OR VISITATION DAY
Use with freshmen who have not determined their program of study, eighth-graders who are just beginning to think of what to take in high school, or sixth (or seventh) graders who are making middle or junior high decisions.
** Be prepared to discuss benefits of the program from the student point of view.
** Find out what the student's interests are that relate to your program.
** Involve your current students.
** Plan for discussions with parents, where appropriate

* ONE-ON-ONE PERSONAL DISCUSSIONS DURING FREE TIME AT SCHOOL OR AFTER SCHOOL
** Plan ways to reach students during study halls and lunch.
** Plan a program of interest for students after school and include information about Work and

Family Life course in the program.

* HOME VISITS
  ** Spend a few minutes encouraging enrollment in additional Work and Family Life classes.

  ** Use this opportunity to reach out to siblings as well.

* PERSONAL PHONE CALLS AND LETTERS
  ** Develop a good list of prospective students who have indicated some initial interest.
  ** "Personalize" your contact using the student's name.
  ** Provide specific reasons why the student could benefit from this course(s).
  ** Encourage students to come in to see you about your new curriculum.
  ** For letters, enclose a ticket or coupon to bring to your department to redeem for a prize.

* FHA/HERO ACTIVITIES.
  ** Use FHA/HERO to help promote your program to students (students can convince other students better than you can).
  ** Encourage students, as they plan FHA/HERO activities, to consider the need to recruit students into middle/junior/high school courses and into the profession.
  ** Encourage participation in skill events such as "All Star Chapter Display," "All Star Project Team," "Spread The Word," and in State Educational Projects.

* SCHOOL COURSE DESCRIPTION BOOKLETS
  ** Prepare these descriptions very carefully. This is a primary resource for students and counselors.
  ** Accurately highlight the content of each course making the courses sound interesting as well as worthwhile.

* WORD-OF-MOUTH
  ** Do not overlook the importance of word-of-mouth promotion from student to student.
  ** While difficult to control word-of-mouth communication, you can positively affect it by:
     - making your classes exciting
     - reinforcing with current students the usefulness of this course and the

benefits they will derive from taking this course

* PARTICIPATION IN YOUR PROGRAM
  Selectively ask non-student client group members to participate as judges for FHA/HERO activities, or as panel members for in-class discussions; e.g.:
  ** Guidance counselors
  ** School administrators
  ** Local business and community leaders
  ** Parents

* STUDENT PROJECTS IN THE COMMUNITY.
  ** Initiate FHA/HERO and Action Projects in the community.
  ** Be sure community participants know the students are from your program

(SEE APPENDIX A FOR CHARTS ON USE OF PROMOTIONAL METHODS AND HINTS ON HOW TO THEM AS EFFECTIVELY AS POSSIBLE)

3.0 SUGGESTED FACTS TO USE IN COMMUNICATION/PROMOTION

In order to effectively promote the Work and Family Life Program, you need to have a good working knowledge of the program including:

* Program rationale (provided in the handouts with transparency masters)
* Components of the program (included in transparency masters)
* Facts to use to enhance your communication
* Benefits of the program for students as well as for society in general

3.1 TYPES OF FACTS TO LOOK FOR

Facts that pertain to any part of the Work and Family Life curriculum may be useful to your communication and promotion efforts. Use local statistics whenever possible. Ohio statistics are more effective than U.S. statistics. Below is a sample list of the kinds of facts that might be useful:

1. Teen pregnancy rates
2. Teen suicide rates
3. Number of single parent families
4. Number of female-headed single families
5. Poverty rates for single parent families
6. Number of "latch-key kids"
7. Divorce rate
8. Nutrition habits

9. Projected number of students who will not be able to maintain their parent's standard of living
10. Skills needed in the work force--now and in the future
11. Number of working mothers
12. Number of children in child care programs

NOTE--a sample list of facts/quotes is provided in Appendix B

3.2 SOURCES OF INFORMATION

A wide variety of sources of information are available to help support the need for the Work and Family Life program in Ohio schools. Make it a habit to be ever alert for new facts, quotes, etc. that you might be able to use in your formal promotion plans or informal conversations regarding the new curriculum in home economics. Maintain files for easy retrieval of your accumulated facts and quotes. Below is a sample list of sources that could be used:

1. Work and Family Life Resource Guides
2. Newspapers and magazines
3. Broadcast news programs (particularly in-depth news programs)--you can often send for copy of the script
4. Government sources at all levels
5. Ohio Dept of Education publications such as the "Newsletter for Ohio Vocational Home Economics Teachers"
6. Ohio Dept. of Health, Vital Statistics Reports
7. Private foundations/associations
8. Children's Defense Fund--Ohio
9. Dept. of Education video on "The Other Third of Life," showing that schools prepare students well for future schooling or for work but not for family life (where we spend most of our time and what we value most)
10. Surveys of students, parents or administrators
11. VEPD Plan
12. Ohio Data Users Center (phone #)
13. County Departments of Human Services, Health, etc.

4.0 BENEFITS OF THE WORK AND FAMILY LIFE PROGRAM

Whenever offered a new product or a product new to them, clients may have to incur some costs in order to reap the benefits. In the case of the Work and Family Life program, you are asking students to spend time in your classes, to select your classes over other elective opportunities and, sometimes, to override the advice of peers, parents or counselors. Consequently, students and other clients must see the <u>BENEFITS</u> they will derive from the program before they will be convinced or persuaded. They must believe the benefits of the program offset or reduce the "cost"

to them. (Selected benefits included on transparency masters)

.1 SAMPLE OF SPECIFIC BENEFITS TO STUDENTS

1. Learn basic, useful skills for life.

2. Learn to manage your time so that you get the most out of it, but also to have enough time for leisure and social activities.

3. Learn how to plan for your future career and how to find the job that you want.

4. Obtain practical, useful information that everyone needs to know when they become independent:
   * How to manage money (not only to avoid disaster but to learn to invest for future wants and needs)
   * How to find housing (and how to negotiate a lease etc.)
   * How to make good consumer choices, and what to do if the product doesn't work

5. Learn how to get along with others. This is one of the most important qualities employers look for in a job applicant and, later, in making their decisions on who to promote.

6. Learn how to develop and maintain personal relationships. What you can and need to do in order to be happy in your personal relationships. If you aren't happy at home, you are less likely to succeed elsewhere.

7. Learn appropriate dress and grooming requirements for success in getting a job and to enhance personal and social success.

8. Learn about parenting before you become one! Most parents criticize the lack of training or awareness of realities they had before taking on what is probably the most important responsibility of their lifetime.

9. Learn problem-solving skills in order to make good life choices and successfully resolve the big and little problems of work and family life.

10. Learn to plan and prepare nutritious meals and, more generally, to plan a life of wellness for you and your family.

4.2 SAMPLE BENEFITS TO SOCIETY

1. Family members and citizens with increased problem-solving and conflict resolution skills, thereby increasing the potential for greater self-sufficiency;

   more cooperation at home, at work and in the community; and reduced violence.

2. Emphasis on family issues at a time when career orientation, and a "me-oriented" society have prevailed for over a decade.

3. Parents who are more knowledgeable about their roles in nurturing their children's growth and development:
   * More realistic expectations which should reduce the incidence of child abuse
   * More aware of the importance of emotional and intellectual nurturing as well as physical and social needs
   * Recognition of the important role of the family in the child's educational development and enthusiasm for learning

4. Young people more equipped to get along with others who may be different from themselves.

5. Young people who have been trained on nutrition and wellness as a life style--with obvious benefits to a society with out-of-control health care costs.

   A better chance for a generation of parents who will not allow their children to become so "out-of-shape," with all the health and social ramifications that has on society (though possibly depriving "talk-shows" of subjects for their televised display of misery).

6. Young people learning to "plan" for their careers--leading to a more "employable" population with transferrable skills, and skills that will be needed in the future.

   This should lead to a work force that has a better work ethic and is more prepared for changes in the future--to see learning as a life-long necessity. Society may benefit from a reduced need for social welfare programs.

7. Citizens who better understand the importance of maintaining good interpersonal relationships. This should have very positive social benefits: possibly reducing the need for psychotherapy and marriage counseling and even reducing the number of cases of spouse abuse.

8. Workers who recognize the interrelationship of work and family and are better able to manage the many responsibilities of each. The result should be increased productivity at home and at work.

9. Young people better able to manage stress early in life which may lead to a happier and healthier population; reduced stress-related disease, death, and harm to others; and increased productivity.

10. Better informed consumers making better use of their limited resources and forcing companies to offer better products and services at the same or lower cost.

11. People knowing how to make better decisions as more informed and competent citizens and voters.

12. Citizens better informed about environmental issues and their role in these globally important issues. This should help to limit the damage being done to our planet.

13. Employees and family members who are better communicators (particularly better listeners) and more skilled at conflict management and resolution--thereby increasing the potential for reduced stress, greater productivity, and more stability at home and at the work place.

14. More men being trained with family, management, and parenting skills to the benefit of families and society in general--especially important with more and more women working out of the home.

15. Citizens better able to live within their means, to manage debt and make better consumer choices--a potential benefit to our economy.

5.0 HOW TO HANDLE OBJECTIONS TO THE WORK AND FAMILY LIFE PROGRAM

You must be prepared to answer objections some people might raise in regard to the Work and Family Life program in your school.

1. Anticipate what objections might be raised (including those that some people might have in mind, but do not verbalize).

2. Prepare answers for those anticipated objections. You don't want to be caught off-guard--it will reinforce the objection!

3. Offset any valid objections with positive advantages of the program that outweigh the objection.

Some sample objections are listed below. Try to think of any others that might be raised in your community. Record additional objections as they occur. You might get caught once without a good response, but should never, never get caught twice.

5.1 SAMPLE LIST OF POSSIBLE OBJECTIONS

Objections might be raised by students, parents, guidance counselors, school administrators, school board members, or members of the general public. However, the same responses may be used for any of the client groups since the "students' best interests" are or should be the primary concern of each group.

1. **Possible Objection:**
   Training for family life is the responsibility of families--not the school.

   Possible Answer:
   This curriculum does not replace the family; it supplements and supports parents in their complex task of helping their children reach their full potential. The program is designed to help young people meet the challenges of family issues of the 1990's and beyond; a time more chaotic and uncertain than anytime in recent history:
   * Dual-earner families are now the norm.
   * Increasing number of homes have a single parent.
   * More kids than ever are "latch-key" children.
   * More women work out of the home.
   * Men are taking on more of a role in the home and family.

2. **Possible Objection:**
   Home economics is for females:

   Possible Answer:
   Home economics courses, particularly the Work and Family Life courses, emphasize "living skills," which men need as much as women [it might be helpful at this point to list some of the courses and their content].

   At the present time, male students make up ___% of the enrollment in [your] school district and 34% of enrollment in home economics classes statewide.

3. **Possible Objection:**
   Sewing and cooking are useful and rewarding skills. Why have they been eliminated?

Possible Answer:
Nutrition, meal management and basic food preparation are included as is the selection, care, and repair of clothing. The time devoted to these areas is proportionate to their contribution to building strong, healthy families and the time family members generally engage in related activities.

The skills and issues emphasized in the Work and Family Life program are considered critical to the student's well-being--to helping students develop competence in the challenging, changing world of the family.

Home economics has suffered from the image of just emphasizing sewing and cooking. While that may have been an unfair characterization of the field, the survival of home economics in the schools depends on development of public recognition of the scope and value of the program.

4. **Possible Objection:**
It is not college prep! (thus, not useful)

Possible Answer:
Work and Family Life courses are "LIFE PREP" for all students. College-bound students are better prepared to make the most of their college experience after taking Work and Family Life courses which help them:

* Learn to live and deal with persons who are different from themselves
* Take responsibility for their own nutrition and wellness
* Manage their money and make wise consumer choices
* Manage interpersonal conflicts with fellow students, particularly in the dorm or apartment in which they live
* Learn to deal with new stresses created in college
* Manage time on their own.

5. **Possible Objection:**
I don't have time in my busy high/middle school schedule!

Possible Answer:
When time is scarce, careful choices are needed--in school and in life. Students form their futures by the choices they make. Work and Family Life courses help students set goals and make choices which enable them to achieve those goals. What is more important than developing competencies in the important work of the family?

6. **Possible Objection:**
Home economics is frivolous/easy/silly!

Possible Answer:
* **Ask several questions:**
  ** **Is learning about nutrition frivolous?**
  ** **Is learning how to parent easy?**
  ** **Is learning how to better communicate silly?**
  [feel free to change the examples as you see fit]
* **Share quotes from students, parents, etc.**
* **Suggest that they take the class and judge for themselves--certainly they could also benefit!**

Promotional communication designed to make the general public aware of the value of the Work and Family Life program should help to offset this objection.

6.0 SUGGESTED ACTION PLAN SEQUENCE

You and your advisory committee need to develop a plan of action to communicate/promote your program. It is important to establish the sequence of events and timetable to achieve your communication objectives with each constituent/client group.

However, before you can develop a plan to promote the Work and Family Life program, you need to have completed the following--keeping in mind what your students ultimately need to know and be able to do:

1. Active involvement of the W&FL Advisory Committee in program development
2. Identification of the courses to be offered.
3. Development of conceptual framework for each course (largely determined by the Ohio Competency Analysis Profiles [OCAPs] for vocational courses)
4. Selection of course names and development of course descriptions, which often directly affect the success of the program. These should be carefully crafted keeping in mind all client groups they influence. Course names and descriptions should both appeal to students and accurately convey the content of the course.

Ideally, course of study development should precede the Action Plan for Communicating and Marketing the Work and Family Life Program. However, this may not be feasible given the school calendar relative to enrolling students in their next year's courses. Therefore, begin immediately to think about the steps you will need to take:

Step 1. Determine your "help groups"--those with whom you can work to develop this action plan (working alone is no

fun and loses the benefits of brainstorming):

* Your advisory committee! Don't fail to use this important group to help promote the program they helped to create. Be sure you have representatives of your client groups on the advisory committee.
* Other home economics teachers in your school or school district, vocational education planning district (VEPD), or county.
* Students! Not only do they have good ideas, but they'll learn a great and develop new skills through their participation.
* Other teachers in your school (e.g., art teachers who might help with some of the art work for some promotional materials).
* The Department of Education staff--don't hesitate to call on your state supervisor to seek some help.

Step 2. Make sure that you have identified each client group to whom you want to communicate as well as the specific objectives for each group.

Step 3. Think of the promotional activities that you want to perform, and in what sequence. Generally, an "inverted pyramid" works for a new products/programs. Start with promotional activities that make as many people as possible aware of the program and its advantages/value, pre-sell it to those whom you want to convince to try it (and to those who will influence them), and then try to achieve action--to get students to actually enroll in your courses.

Example of "INVERTED PYRAMID" planning for promotional activities:

A. Communicate to make the general public aware of the Work and Family Life Program.

B. Communicate specifically to students, parents and guidance counselors to make them aware of the program.

C. Begin using pre-selling promotion materials to get students interested

D. Use personal methods to convince and persuade students.

[FEEL FREE TO MODIFY THIS AS YOU SEE FIT]

Step 4. Decide which specific promotional methods you are going to use with each phase of the plan. This is largely discretionary, depending on the time and financial resources, as well as additional human power resources you have available.

Step 5. Determine what information you are going to use (facts, benefits, answers to anticipated objections, testimonials, etc.) in order to be most effective with each of your client groups.

Step 6. Set the timetable for your communication and promotion.

* As a rule, start the general public information communication as soon as possible (ideally, as soon as the program design is completed, but as indicated above, this may have to be done earlier than that).

* Next, in setting your specific timetable you should work BACKWARDS!
  ** When will the new courses be ready for students?
  ** When do students have to make their enrollment decisions?
  ** Who do they consult with before making their decisions?
  ** How long before actually enrolling do students begin to think of what to take? (you may want to ask students who are currently in your class).

Step 7. Make sure you implement your promotion plan on schedule! Failure to do so could defeat much of the value of promoting the new program.

Step 8. Evaluate your results! There are no guarantees. What works for you might not work for others. If your methods didn't work as well as you would have liked, try another! Marketers rely heavily on the "trial and error" method of creativity.

Step 9. Be enthusiastic! Ultimately, your enthusiasm for the new program will determine its success.

Step 10. Share your success! If what you do works, tell other home economic teachers, tell the State Department of Education, report it at OHEA, etc.

[A SAMPLE ACTION PLANNING FORM IS INCLUDED IN APPENDIX C]

APPENDIX A
USE OF PROMOTIONAL METHODS FOR VARIOUS CLIENT GROUPS

TABLE 1 - Methods To Achieve Awareness

PROMOTION METHODS	STUDENT	PARENT	SCHOOL ADMIN.	GUIDANCE COUNSEL.	SCHOOL BOARD	GEN. PUB.
News-letters/ info let.	X	X				
Brochures	X	X	X	X	X	X
Posters	X		X	X		
Bulletin boards/ exhibits	X		X	X		
Copies of news/mag. articles		X	X	X	X	
Presenta-tions to community groups		X			X	X
Community leaders as speakers	X		X	X		
Reports of major accompl. or events		X	X	X	X	X
News releases		X			X	X
School PA	X		X	X		
FHA/HERO	X	X				X

X = MOST USEFUL WITH THESE CLIENT GROUPS
* SEE PAGES 7-9 FOR DESCRIPTIONS/GUIDELINES FOR EACH METHOD.

TABLE 2 - Methods To Pre-sell

PROMOTION METHODS	STUDENT	PARENT	SCHOOL ADMIN.	GUIDANCE COUNSEL.	SCHOOL BOARD	GEN. PUB.
Invite Students	X	X				
Referral from current students	X					
Referral - guid. counselor	X	X				
Referral - outside sources	X	X	X	X		
In-depth news coverage		X			X	X
Career Day	X	X	X	X		
Guest speaking	X	X				
FHA/HERO Org.	X	X				X

X = MOST USEFUL WITH THESE CLIENT GROUPS

* SEE PAGES 9-10 FOR DESCRIPTIONS/GUIDELINES FOR EACH METHOD.

TABLE 3 - Methods To Achieve Action

PROMOTION METHODS	STUDENT	PARENT	SCHOOL ADMIN.	GUIDANCE COUNSEL.	SCHOOL BOARD	GEN. PUB.
Group presentations	X	X			X	X
All one-on one discuss.	X	X	X	X		
Home visits	X	X				
Personal phone call/let.	X	X				
FHA/HERO Activity	X	X	X	X		
School course descript. Booklets	X	X	X	X	X	
Word-of-mouth	X	X	X	X	X	X
Outside participation in program			X	X	X	X
Student projects in the community	X	X				X

X = MOST USEFUL WITH THESE CLIENT GROUPS

* SEE PAGES 11-13 FOR DESCRIPTIONS/GUIDELINES FOR EACH METHOD.

HELPFUL HINTS FOR PROMOTION METHODS

Hints For Short Print Promotions (such as posters, bulletin boards, or brochures) (other than news releases which are discussed in Appendix C):

1. Brief, clear, message. (Don't try to say too much in one promotion, whether that is a brochure, poster, etc.)
2. Neat and attractive presentation
3. Easy to read
4. Eye catching, uncluttered layout
5. Illustrations, photographs, graphs and bold lettering to gain attention
6. Appropriate for client group
7. Tells what action you want the reader to take
8. Includes name, telephone number, etc. of who to call for more information
9. Free of errors (Ask English teacher to proofread.)

Hints for Long Print Promotion (such as Newsletters):

1. Develop a name that is easy to remember, indicates the nature of the sponsoring organization/group/program and reflects the image you want to convey.
2. Select appropriate art work and develop a distinctive logo (or use one that is provided by the State Vocational Home Economics Office or professional association).
3. Publish at a regular frequency, but make sure that each issue has enough newsworthy information to be interesting to the reader.
4. Get students involved! This might be a FHA/HERO project.
5. Don't overcrowd information--leave enough "white space" to help readers see what you want them to see.

6. Use bold type to draw attention to items you want to highlight--that you want the reader to be sure to read.

7. Give your main points in the first paragraph or two of each article or story.

8. Use names (students, teachers, community leaders, etc.) as often as possible to "personalize" the information.

9. Develop a mailing list of those who should receive the newsletter (don't forget to include school administrators, guidance counselors, school board members, and local community leaders).

10. Get feedback on the effectiveness of the newsletter from those people who receive it.

Hints on Broadcast Promotions (such as public service announcements for radio or TV):

1. Write "spot" announcements that are short, simple and descriptive (should be between 15 seconds and 1 minute in length).

2. Use "conversational" style (and be aware of speed of delivery, tone of voice if you are the one who will be reading this on the air).

3. Repeat the name you want the listener to remember several times.

4. The more interesting the announcement is, the more likely it will actually be run on the air (e.g., use a specific upcoming event that affects the listeners).

5. Color slides are the least expensive and easiest to use for television spot announcements (slide must be horizontal), though videotape or film can also be used.

Hints for Group Presentations (such as career day, open house, PTA/PTO meetings, etc.):

1. Have a specific objective for the presentation.

2. Relate presentation to the composition, concerns and interests of the audience (the primary client group to whom you are aiming the presentation).

3. Tie-in short promotions to the presentation. Use your displays, brochures, posters, bulletin boards, etc. to

complement the presentation.

4. Use slides, films, or videotapes that you carefully developed for such presentations. Be sure to use and/or include students in these supplementary promotional tools.

5. Have students participate in the actual presentation. It is good experience for them and the audience will enjoy hearing them speak.

NOTE--If school policy permits, solicit sponsors to help with the expenses of producing and/or distributing promotional materials.

APPENDIX B
SAMPLE FACTS AND QUOTES FOR USE IN COMMUNICATING/PROMOTING THE WORK AND FAMILY LIFE PROGRAM

1. General Facts/Quotes:

   * "A good marital relationship is the single most important factor affecting a worker's productivity (New Jersey Dept. of Education).

   * Services will account for 92% of U.S. jobs by the year 2000 (New Jersey Dept. of Education).

   * Child care is a strong influencer on worker's performance (New Jersey Dept. of Education).

   * Teens have the largest amount of disposable income of any age group in the country (New Jersey Dept. of Education).

   * People 65+ years of age represent 12% of the U.S. population (New Jersey Dept. of Education).

   * "American Competitiveness is [not] ailing because workers can't spell, do long division, or tell you who Sophocles was ... the underlying trouble is in poor employee attitudes ... a lack a maturity - that is, conscientiousness, ability to function without close supervision, respect for others, and a positive view of authority." (Peter Capelli, "What's Wrong With Workers," Fortune, August 10, 1992).

   * (Other facts from the special "The Family" section in the August 10 issue of Fortune):

     ** 22% of Americans under 18 live in single parent homes, 3% live with no parent at all.

     ** Parents of nearly 2750 children separate or divorce each day.

     ** 3.4 million "latch-key" kids ages 5-12 are left to fend for themselves before or after school each day.

     ** Every day more than 3 children die of injuries inflicted by abusive parents.

     ** Over 1400 teenage girls become mothers each day

(2/3 unmarried) - only 60% will earn high school diplomas.

** Out-of-wedlock births were 27% of all births in 1989.

** The federal government spent $25 billion in 1990 on health and social services for families started by teen mothers.

** 120,000 teens became fathers in 1989.

** Unemployment among teen males in 1989 was 25.4%.

** 11 million children are left in child care each day.

** 50% of all marriages end in divorce and 57% have children under 18 (affecting 1 million kids a year).

** 25% of all children live in single parent homes (mostly female-headed - about 90%), and single-parent families have less than 1/3 the median per capita income of kids from 2 parent families.

** A child psychology professor at the Univ. of Michigan stated that one common characteristic of 10-13 year old kids at risk is that they had a strained relationship with their father.

** According to the Alan Guttmacher Institute, in 1988 over 72% of 19 year old boys had lost their virginity, and over 33% of 16 year olds. 27% of unmarried women 15 years old were not virgins.

** An article by Alan Deutschman, "Why Kids Should Learn About Work," stated that "One reason for the nation's 29% high school dropout rate is that young people don't see the clear connection between what they're supposed to learn in class and what they'll need to succeed in a career."

He also stated that " ... Kids are tomorrow's labor force or tomorrow's social problems."

* There were over 2200 suicides among children ages 10-19 in 1989 (National Center for Health Statistics).

* Over 2.7 million reported cases of child abuse and neglect in 1991 (National Committee for Prevention of Child Abuse).

* "Teen births on rise in Ohio" (Children's Defense Fund - Ohio). Specifically, in 1989:
  ** 22,469 births to teens (13.7% of all births)
     - 73.3% of these births were to single teens.
     - 60.8% were not high school graduates.

* Over a million teens become pregnant in the U.S. annually. (The Children's Defense Fund.)

* One in three Americans is a member of a step family. A rise to 1 in 2 is expected by the year 2000. (Bureau of Population Statistics).

* One in four babies was born to an unmarried mother in 1992, compared with one in five in 1960. (Population Reference Bureau 1992).

* Family violence--child abuse and neglect, spouse abuse, abuse of the elderly and disabled, and increased school violence is all well documented. A 300% increase in child abuse reports in 1987 compared to 1976. (Hodgkinson, Phi Delta Kappan, 9/91).

* In 1990 nearly 40% of the women in the U.S. Labor force were mothers (U.S. Census, 1992).

2. Facts Collected from Recent "Sponsored" Studies:

* In the December 12, 1991 report from the Ohio Home Economics Association on "The Perceptions of Home Economics," several important facts were pointed out, including:

  ** 300 principals and guidance counselors surveyed were asked to rank order the importance of various topics as high school elective subject matter. The result was that <u>home economics subjects were ranked as five of the top six subjects</u>. Specifically, family/life relationships, management of family resources, consumer economics, nutrition, early childhood growth and development were ranked 2-6, respectively--with computer/keyboarding the only elective that was ranked higher than these home economics subjects.

  ** An overwhelming majority of middle/junior high school and high school students in four separate focus groups said they wanted more courses on topics such as interpersonal and relationship skills.

* A recent study of students and their parents in schools that have piloted the Work and Family Life program revealed:
  ** Of 164 student respondents, 119 (71%) were very satisfied with the courses in the Work and Family curriculum.
  ** Of 47 responding parents, 79% stated that they felt the course(s) their child had taken were useful.

APPENDIX C
SAMPLE MATERIALS FOR PROMOTING THE WORK AND FAMILY LIFE PROGRAM

TESTIMONIALS

1. Quotes from teachers who have piloted the new program:

   "Educational intent and tools are great"

   "Much more relevant to life today"

   "I'm thrilled that middle schools are being included."

   "More college bound students are in class now."

   "Topics covered ... [are] needed at this time when families are not teaching them."

   "More up to date with student life and future ... [has] resulted in more positive student feelings."

2. Quotes from students who have taken courses in the work and Family Life Curriculum:

   "[I] liked the variety of useful things we learned to do."

   "[We] learned a great deal about handling children and home management."

   "Learning by doing activities and performing projects outside of school was very helpful in providing real life experience - it helped our self-esteem."

   "The course taught us what to expect from life and valuable skills for being independent.

   "Course provided the opportunity to do fun things and get to know fellow students better.

3. Quotes from parents of students who have taken courses in the work and Family Life curriculum:

   "Students did useful community service projects, this gave them practical experience, helped develop their self-esteem and helped teach them responsibility."

   "The course was great. My child now takes a greater interest in working around the house, and takes on more

difficult jobs."

"The course taught my child basic living skills that will benefit them in future years ... [e.g.,] home management and parenting."

"As a result of the course my child took, she has greatly improved her self-esteem."

4. Quotes from principals and guidance counselors in schools that have piloted the Work and Family Life Program:

"It provides a very practical 'Life Skills' foundation. The situation and activities that are addressed and experienced in the class are very useful to students."

"The students will get a much broader coverage of key topics, and learn a variety of useful skills beyond basic homemaking."

"The new program will place an emphasis on personal development as well as on basic life skills

(BETTER YET, USE YOUR OWN TESTIMONIALS FROM STUDENTS, PARENTS, OR OTHERS IN YOUR SCHOOL AND COMMUNITY).

GUIDELINE FOR DEVELOPING NEWS RELEASES

News releases are a useful and effective form of free publicity for your program. Unfortunately, you do not have control over what, if anything, is actually published or broadcast. Therefore, remember the basic rules for making these as irresistible as possible to the news media:

1. It must be interesting (usually that means new and/or different).

2. The information you present should be simple, clear and to the point, and must include the following:
   * Who
   * What
   * Where
   * When
   * Why
   * How (if appropriate)

3. It never hurts to add the factors that you hope will be used:
   * A "catchy" headline.
   * A quote (from you or, even better, someone who is a "recognized authority").
   * A quote from students who have taken the course--or their parents.

4. Write in the present tense.

SAMPLE NEWS RELEASE--(to use after you have finished planning your specific Work and Family Life curriculum):

Home Economics in the 1990's
Is More Than You Think!

Home economics in [your school] may surprise you! With the increase in challenges and problems facing families today, the sewing and cooking instruction that once characterized high school home economics is no longer enough. In an effort to meet the changing needs of families, schools throughout Ohio are making a transition from a Consumer Homemaking curriculum which was initiated in the 60's to a new Work and Family Life curriculum.

This change is part of a state-wide movement, and a national trend in vocational home economics education. The new course[s] include:

[list titles and brief descriptions of your new course or courses]

This course [or these courses] will benefit students by:

[list some of the benefits that directly relate to the courses you have developed--see Section 4.0 for ideas]

These courses are designed to "prepare students for life." They will be offered beginning [starting date]. Students or parents interested in learning more details about the new course[s] and program should contact [your name] at [your school].

[Offer pictures, quotes from students and/or parents, and include specific features of your program that make it unique and/or would be of interest to the public. Also don't forget to include information about the percent of male enrollment in your classes.]

[THE ABOVE IS ONLY A SAMPLE. FEEL FREE TO DEVELOP NEWS RELEASES THAT MAY BETTER FIT YOUR OWN STYLE!)

NOTE--for full newspaper articles, you should contact a reporter from the local newspaper and provide them with information about the program similar to what is suggested for the news release, but in greater detail, with more illustrations and examples. Invite them to visit your program.

SAMPLE ACTION PLANNING FORM

1. Action Plan Committee Members:

Name	Title	Organization	Phone #

2. List client groups and the specific promotion/communication objective(s) for each group:

CLIENT GROUP	SPECIFIC COMMUNICATION OBJECTIVE
1) STUDENTS	
2) PARENTS	
3) GUIDANCE COUNSELORS	
4) SCHOOL ADMINISTRATORS	
5) SCHOOL BOARDS	

_____

_____

_____

6) GENERAL PUBLIC _____

_____

_____

_____

3. Determine the promotion methods you want to use for each stage (general awareness, specific awareness, etc.,--see the "inverted pyramid" in section 6.0 of this document):

PYRAMID LEVEL	PROMOTIONAL COMMUNICATION METHODS/ACTIVITIES	* TIMETABLE [BEGIN/COMPLETE]
A.	1) _____ (_____) (WHO WILL DO IT?)	_____/_____
	2) _____ (_____) (WHO WILL DO IT?)	_____/_____
	3) _____ (_____) (WHO WILL DO IT?)	_____/_____
B.	1) _____ (_____) (WHO WILL DO IT?)	_____/_____
	2) _____ (_____) (WHO WILL DO IT?)	_____/_____
	3) _____ (_____) (WHO WILL DO IT?)	_____/_____
C.	1) _____ (_____) (WHO WILL DO IT?)	_____/_____
	2) _____ (_____) (WHO WILL DO IT?)	_____/_____
	3) _____ (_____) (WHO WILL DO IT?)	_____/_____

D. 1)_____ _____/_____
(_____)
(WHO WILL DO IT?)

2)_____ _____/_____
(_____)
(WHO WILL DO IT?)

3)_____ _____/_____
(_____)
(WHO WILL DO IT?)

*[TO PLAN YOUR TIMETABLE, SEE STEP #6 IN SECTION 6.0 OF THIS DOCUMENT]

4. Implement the plan according to the timetable:

* Modify the plan in "mid-course" as necessary.

* Evaluate each promotional communication method.
** Did it work (meet your objectives)?
** Ask the client groups who were the intended target for each promotional communication.

* Redesign the action plan if it did not meet your objectives.

SAMPLE "Q & A " SHEET

[THIS CAN BE GIVEN TO EITHER PROSPECTIVE STUDENTS OR THEIR PARENTS -- ALSO FEEL FREE TO CHANGE THE QUESTIONS ASKED]

HOME ECONOMICS: WORK AND FAMILY LIFE PROGRAM

QUESTIONS:

* Are you comfortable being around people you don't know very well?
* Do you have trouble developing interpersonal relationships, and keeping them going?
* Are you confident that you will be able to manage your money once you are out on your own? Can you make a budget? Or shop for credit?
* Can you plan, purchase, and prepare a delicious, nutritious meal? Are you sure (e.g., do you know the fat count in a 2 oz. bag of trail mix.?)
* Are you ready to be a parent? Do you know what is involved in providing the necessary nurturing as well as physical care of a child?
* Do you have the necessary skills to get the job you want? Do you know what skills you will need?
* Do you know what you are going to do after high school graduation? After college graduation? Do you have a long-term career plan?

ANSWERS:

Home Economics Work and Family Life courses help you develop skills for life!

* We offer the following course(s) in home economics:

_____
_____[LIST YOUR COURSE OR COURSES]_____
_____
_____

* Our course(s) provide the skills that you need to be able to answer "YES" to the questions above and many more!

_____
_____[LIST SOME OF THE BENEFITS THAT_____
_____WERE PROVIDED IN SECTION 4.0]_____
_____

Appendix D:

Transparency and Handout Masters

- Transparency masters: Aldus Persuasion 2.1 (Macintosh) using AutoTemplate OB29, Helvetica font
- Handout Masters: Microsoft Word 5.0 (Macintosh), Times font

Appendix D
Transparency and Handout Masters

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Ohio's
Work and Family Life Program

Home Economics
in the 90's
Is More Than You Think!

The Mission of Vocational Home Economics Programs

is to prepare youth and adults for the ever-changing and challenging work of the family. The ultimate aim of the Work and Family Life program is to strengthen families, empowering individuals to take action for the well-being of self and others in the home, work place, community and world.

A Call To Change

- Increasing numbers of students are at risk.
- Families are under increasing stress.
- Educational reform is a universal mandate.
- Living in the information age requires new skills.
- Societal changes have created new perspectives on relationships between work and family life.

A Call To Change

Increasing numbers of students are at risk.

- Suicide is leading cause of death among adolescents
- Over 1,000,000 teens become pregnant annually
- AIDS is #1 killer of young men in 64 U.S. cities
- AHEA survey: 53% of high school juniors report drug abuse among friends & 46% have alcoholic friends

A Call To Change (continued)

Families are under increasing stress.

- 456,000 cases of family violence per year
- 300% increase in reported cases of child abuse in ten year period
- 1/2 of all children will live in a single parent family by age 18
- By the year 2000, blended families will be most common family structure

A Call To Change (continued)

Educational reform: a universal mandate.

- The National Commission on Children recommends that the educational system adopt a series of fundamental reforms . . . *Beyond Rhetoric: A New American Agenda for Children and Families*
- The status quo is not an option. The choice we have is to become a nation of high skills or one of low wages. *National Center on Education and the Economy*
- Schools need to do a better job . . . We are called to still another revolution--to create an entire people trained to think and equipped with the know-how to make their knowledge productive. *What Work Requires of Schools, SCANS Report, Secretary's Commission on Achieving Necessary Skills, U.S. Dept of Labor*
- Ultimately, the economic future of this state rests on our ability to initiate education reform. *Governor George Voinovich*
- 35 states are developing performance-based accreditation and/or assessment. *Education Commission of the States*

A Call To Change (continued)

Educational reform requires fundamental changes in the teaching and learning processes, such as:

- learners actively engaged in real life problems, issues, tasks, projects, questions and choices
- teachers facilitating learning through use of a variety of instructional methodology
- assessment based on performance

A Call To Change (continued)

Living in the information age requires new skills.

- Information is increasing in extraordinary proportions
- Quantity of important information impossible to know
- New information often replaces old information--85% of today's information expected to change over next 20 years
- Choices facing individuals increasingly complex

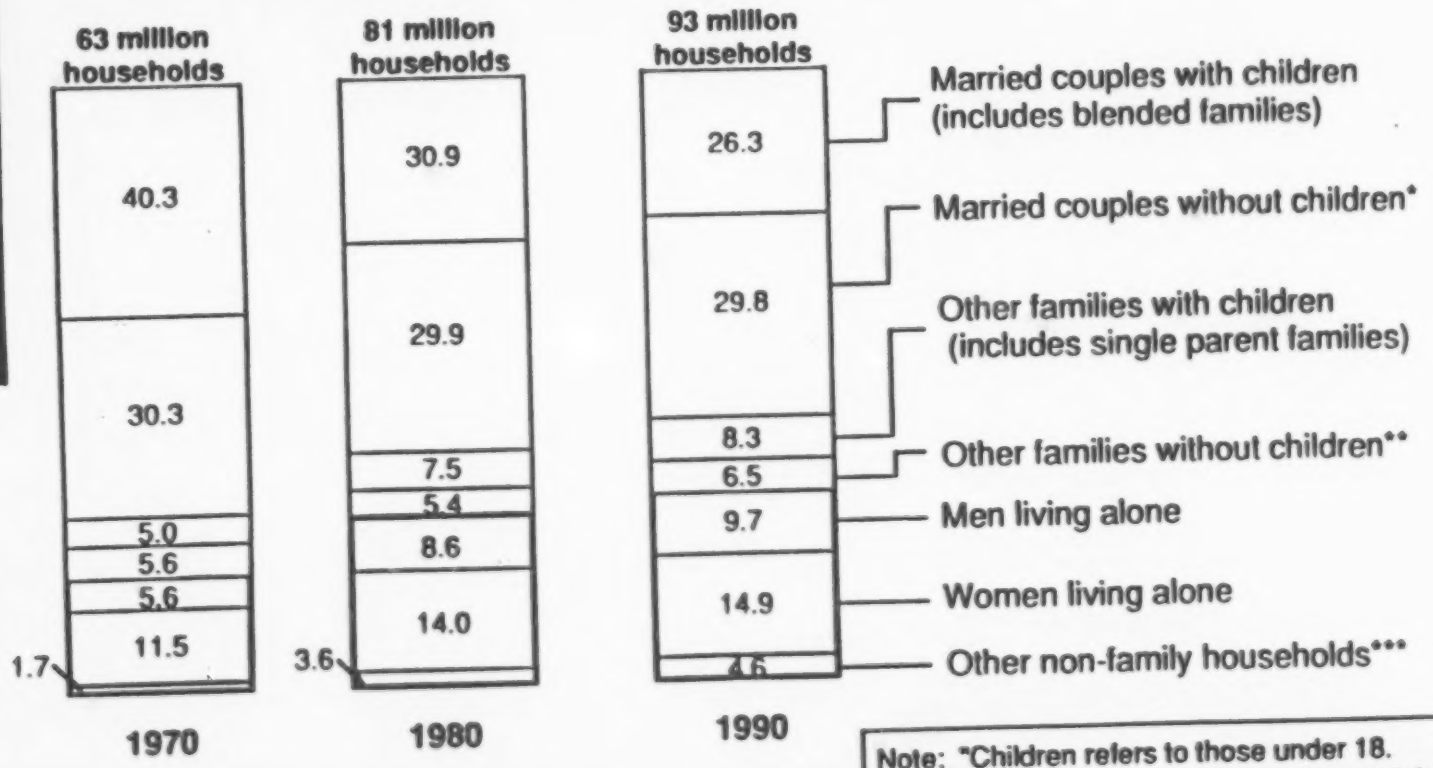
A Call To Change (continued)

Societal changes have created new perspectives on relationships between work and family life.

- # of mothers working outside the home who have children under age 5 increased from 15% to 60% since 1960
- 80% of two parent families now classified as dual earner
- Combination of economic necessity and increased career options for women

The Changing U.S. Family

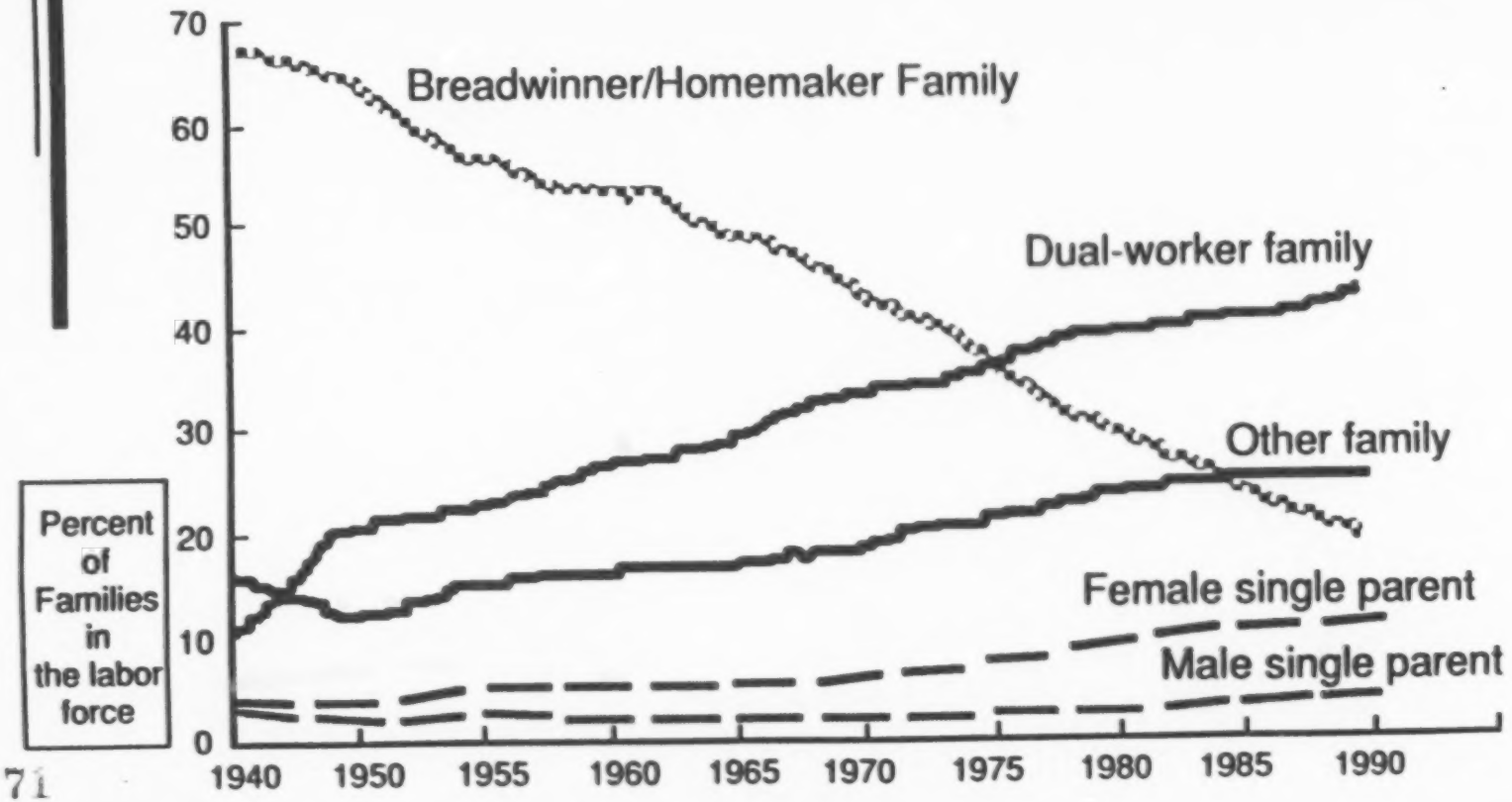
The family structure has changed shape over the last 20 years as shown below. Figures are in percentages.



Note: *Children refers to those under 18.
*Includes parents whose children have left home.
**Includes brothers, sisters, cousins, etc.
***Includes gay couples and unmarried co-habitators

Source: 1990 Census. Frank Pompa, Gannett News Service

Families in the Labor Force, 1940-1990



Source: Howard Hayghe, Monthly Labor Review (March 1990).

Guiding Principles

- The family--an enduring institution--serves as the primary source of fulfillment of these basic human needs: love, security, acceptance.
- The work of the family includes:
  - nurturing the growth and development of family members
  - managing resources to meet material needs including food, clothing, and housing
- Parents are the first and primary teachers for children.

Guiding Principles (continued)

- Family stability & commitment are essential to the well-being of individuals, families, the work force, & society.
- Society depends on two constants for its health and survival: work and family.
- Students shape their future work life and family life through the choices they make now and in the future.
- The Work and Family Life program must support and complement the family in preparing youth for personal and family responsibilities

Parent and Family Involvement

- **Essential to the Work and Family Life Program to assure that program supports and complements families**
- **Accomplished through:**
  - ☑ Service on Work and Family Life Program Advisory Committees
  - ☑ Participation in classroom activities
  - ☑ Regular and positive teacher/parent contacts
  - ☑ Action Projects for students which apply classroom learning to home and community
  - ☑ FHA/HERO program

Work and Family Life Program Development Priorities

- Place funding priority on knowledge and skills which are most directly related to strengthening families
- Encourage students to develop basic skills rather than advance in one course area
- Improve program accountability
  - Federal Legislation--> Competency Gain
  - Ohio's Future at Work--> OCAP Competencies
  - Ohio Education Standards--> Learner Performance
- Reallocate scarce financial resources to fund middle school programs to reach students during that critical, more impressionable time in their lives

Conceptual Framework

The conceptual framework for Ohio's vocational home economics curriculum encompasses both content and process orientation.

The practical problem-solving approach was chosen for the Work and Family Life Program because it . . .

- uses practical problems of individuals and families to define course content
- helps students develop a high level of competence in process skills--problem solving, interpersonal skills, citizenship and leadership, and balancing work and family--through practice in the context of the many practical problems posed in each course

Conceptual Framework (continued)

The practical problem-solving approach . . .

- helps learners assume responsibility for their own thinking
- provides framework for evaluating potential consequences of actions in terms of self, family, and others
- helps the learner apply knowledge and skills to immediate and future problems

Conceptual Framework (continued)

The practical problem-solving approach, therefore, reflects the philosophy of home economics as a critical science with the mission of . . .

- preparing students for the ever-changing and challenging work of the family and
- strengthening families and empowering individuals to take action for the well-being of self and others in the home, workplace, community and world

S6

S5

Conceptual Framework (continued)

An Enhanced Curricular Approach

• Information	+ Accessing and Processing Skills
• Concepts	+ Practical Problem Context
• Technical Competence	+Emancipatory Action
• Individual	+ Family and Community Perspective

Expectations

As we prepare students for the important, ever-changing work of the family, we expect learners to be able to:

- Manage work and family responsibilities
- Solve personal and family problems
- Relate to others
- Assume leadership roles as responsible family and community members

Middle/Junior High School Home Economics

Programs: Impact
Work and Family Life (New)

Focus: Helping early adolescents achieve self-responsibility at home, within the family, and in the community.

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Middle/Junior High School
Work and Family Life and Impact

Process Competencies (for <u>all</u> classes):

Problem Solving	Interpersonal Skills
Management	Citizenship & Leadership

Core Content Areas :

(at least 2 per semester class or 4 per full year)

Creating a Self-Identify	Becoming Independent
Relating to Others	Managing Resources

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Middle/Junior High School Work and Family Life and Impact

Core Content Area

- **Creating a Self-Identity**
  - *Concerns regarding:*
    - self-formation
    - personal appearance
    - healthy life style
    - sexuality

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Middle/Junior High School Work and Family Life and Impact

Core Content Area

- **Becoming Independent**
  - *Concerns regarding:*
    - self-care
    - clothing
    - food preparation
    - careers
    - work roles

Middle/Junior High School Work and Family Life and Impact

Core Content Area

- **Relating to Others**
  - *Concerns regarding*:
    - communication
    - family relationships
    - peer relationships
    - children
    - caring for others
    - global society

Middle/Junior High School Work and Family Life and Impact

Core Content Area

- **Managing Resources**
  - *Concerns regarding*:
    - personal resources
    - economic resources
    - consumerism
    - living environment

H.S. Work and Family Life Program

Process Competencies

- **Managing Work & Family Responsibilities**
  - expanding the concepts of work and family
  - ongoing analysis of interaction of work and family roles
- **Problem Solving**
  - clarification of issues
  - making decisions for the well-being of self and others
- **Relating to Others**
  - positive, caring relationships
  - effective communication
  - conflict management
- **Citizenship and Leadership**
  - citizenship at home and outside the home
  - cooperation
  - evaluation of social conditions
  - using planning processes to achieve goals

H.S. Work and Family Life Program

Six Core Course Areas--18 wks each

- Personal Development
- Resource Management
- Nutrition and Wellness
- Family Relations
- Parenting
- Life Planning

H.S. Work and Family Life Program

Six Core Courses

- **Personal Development** (Gr. 9, 10, 11, 12)
  - ☑ taking responsibility for self and others
  - ☑ building self-esteem
  - ☑ relationships with family and peers
  - ☑ managing stress and conflict
  - ☑ career planning
  - ☑ responsible parenting

H.S. Work and Family Life Program

Six Core Courses (continued)

- **Resource Management** (Gr. 9, 10, 11, 12)
  - managing resources to achieve goals
  - making consumer choices
  - housing the family
  - clothing the family
  - feeding the family
  - taking environmental responsibility

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H.S. Work and Family Life Program

Six Core Courses (continued)

- **Nutrition/Wellness** (Gr. 9, 10, 11, 12)
  - making choices to promote wellness for self and others
  - relating psychological and social needs and food choices
  - obtaining and storing food
  - planning, preparing, and serving nutritious meals
  - selecting and using equipment
  - promoting optimal nutrition and wellness of society

H.S. Work and Family Life Program

Six Core Courses (continued)

- **Family Relations** (Gr. 9, 10, 11, 12)
  - exploring roles and significance of family
  - preparing for adult life, family life
  - nurturing human development through the life span
  - building healthy family relationships
  - managing work and family roles and responsibilities
  - recognizing social forces that impact on families

H.S. Work and Family Life Program

Six Core Courses (continued)

- **Parenting** (Gr. 9, 10, 11, 12)
  - exploring parenting roles and responsibilities
  - readiness and preparation for parenthood
  - meeting the developmental needs of children
  - using positive guidance and discipline
  - nurturing positive parent/child relationships
  - identifying and accessing parenting resources
  - responsibilities of families and society in nurturing children

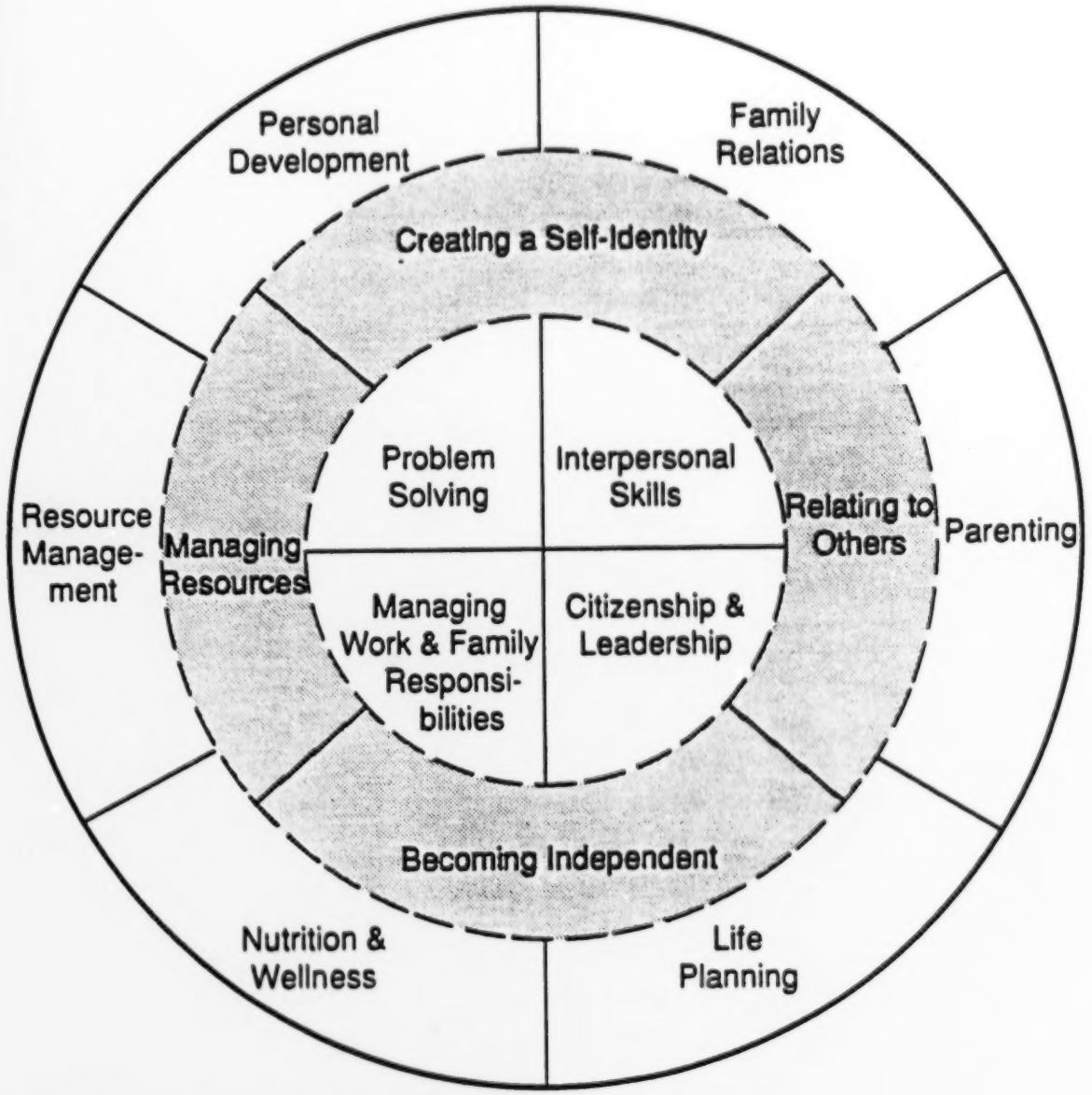
H.S. Work and Family Life Program

Six Core Courses (continued)

- **Life Planning** **(Gr. 9, 10, 11, 12)**
  - ✔ developing a life management plan
  - ✔ caring for self and others to assure wellness
  - ✔ building constructive interpersonal relationships
  - ✔ developing strategies for lifelong career planning
  - ✔ managing resources to achieve goals and to meet food, clothing, transportation, and housing needs
  - ✔ coordinating personal and career responsibilities

Work and Family Life Program

Preparing Students for Personal and Family Responsibilities



- Core Process Competencies
- Middle/Junior High School Core Content Areas
- High School Core Course Areas

35

Benefits for Students

Skills for Life--Students learn to:

Set goals--long term and short term

Make major life choices

- Education
- Career
- Relationships
- Housing
- Marriage
- Parenthood

Make everyday life choices

- Manage time and money
- Make consumer choices
- Interact with and react to others
- Eat for good health
- Decide what to wear, watch on TV, do during study hall, etc.

Benefits for Students

Skills for Life--Students learn to:

- **<u>Use These Process Skills to Deal With Current & Future Issues</u>**
  - Manage work and family responsibilities
  - Relate to others
  - Apply the problem solving process to personal and family problems
  - Assume a leadership role as a responsible family member and citizen

Benefits to Society

Strengthens families--the basic units of society

- Emphasizes family issues at a time when career orientation and a "me-oriented" society have prevailed for over a decade
- Supports individual family values
- Develops competence in the work of the family
  - Nurturing the growth and development of family members
  - Managing resources to meet material needs including food, clothing, and housing

Benefits to Society

More competent, confident parents

- Greater knowledge about their roles in nurturing the growth and development of their children
- Better able to fulfill role as their children's first and primary teacher
- Increased awareness of the importance of nurturing emotional and intellectual growth in addition to meeting physical and social needs
- More realistic expectations (may reduce incidence of child abuse)

Did You Know --

that when middle school, junior high and high school students were surveyed in four separate focus groups . . .

An overwhelming majority said they wanted more courses on topics such as interpersonal and relationship skills.

From a study on the "Perceptions of Home Economics" sponsored by the O.H.E.A. in 1991

Did You Know --

that when asked to prioritize various topics as high school elective subject matter, 300 Ohio principals and guidance counselors ranked home economics topics as 5 of the top 6 subjects?

1. Computer/keyboarding
2. Family/life relationships
3. Management of family resources
4. Consumer economics
5. Nutrition
6. Early childhood growth and development

From a study on the "Perceptions of Home Economics" sponsored by the O.H.E.A. in 1991

Voices of Experience
with the Work & Family Life Program

Teachers Say . . .

"Educational intent and tools are great!"

"Much more relevant to life today."

"More college bound students are in class now."

"Topics covered . . . needed at this time when families are not teaching them."

"More up-to-date with student life and future . . . resulted in more positive student feelings."

Voices of Experience
with the Work & Family Life Program

Students Say . . .

" . . . liked the variety of useful things we learned to do."

" . . . learned a great deal about handling children and home management."

"Learning by doing activities and performing projects outside of school was very helpful in providing real life experience. It helped our self-esteem."

"The course taught us what to expect from life and valuable skills for being independent."

"Course provided the opportunity to do fun things and get to know fellow students better."

Voices of Experience
with the Work & Family Life Program

Parents Say . . .

"Students did useful community service projects. This gave them practical experience, helped develop their self-esteem and helped teach them responsibility."

"The course was great. My child now takes a greater interest in working around the house and takes on more difficult jobs."

"The course taught my child basic living skills that will benefit them in future years . . . home management and parenting."

" . . . she has greatly improved her self-esteem."

Voices of Experience
with the Work & Family Life Program

Principals & Guidance Counselors Say . . .

"It provides a very practical 'Life Skills' foundation. The situation and activities that are addressed and experienced in the class are very useful to students."

"The students will get a much broader coverage of key topics and learn a variety of useful skills beyond basic homemaking."

"The new program will place an emphasis on personal development as well as on basic life skills."

Ohio's
Work and Family Life Program

Essential Classes
for a
Balanced Education

The first actions we must take

are to strengthen families and increase the capabilities of parents to act as their children's first and most important teacher.

Committee For Economic Development
"The Unfinished Agenda," 1991

"Parenting classes . . .

might do more to improve school outcomes than all the reform, restructuring and choice recommendations that dominate the education debate."

William Raspberry
Washington Post

Statewide Citizen Input

Citizen panels were charged through the Ohio Competency Analysis Profile (OCAP) process to:

Determine and/or verify the competencies required to strengthen families and empower individuals to take action for the well-being of self and others in the home, workplace, community, and world.

W&FL OCAP Committees

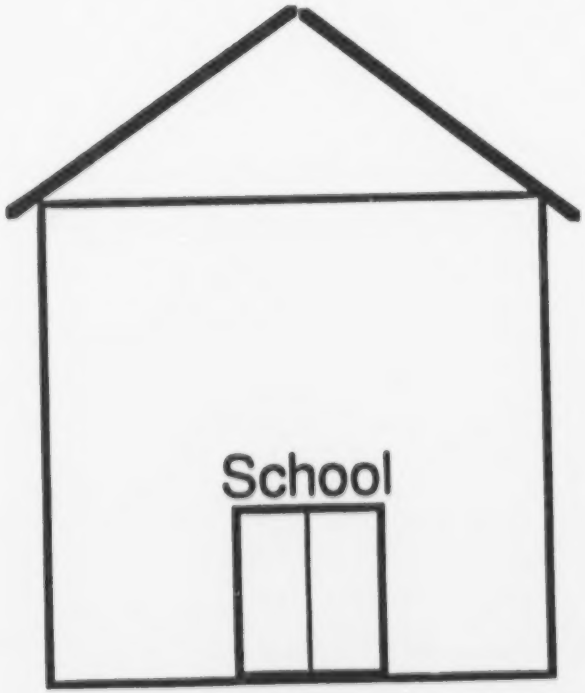
Included representatives of:

- parents of adolescents
- expertise and experience working with families and/or adolescents
- professional home economists who know the field, its history and mission
- specialists in the content areas
- professionals from related disciplines (such as psychology, social work)
- demographic representation--geographic regions of the state; urban, rural, suburban; multicultural

OCAP Committee Members Represented:

Ohio State University Extension Service
Ohio Department of Human Services
Dairy & Nutrition Councils
Quest International
Citizen Committee on Youth (Cincinnati)
Ohio Parent-Teacher Association
Urban League of Greater Cleveland
Planned Parenthood of Northwest Ohio
Ray R. Clark Center for Children (Marietta)
Mentzer, Vuillemin, & Robinson (Akron)
Parents
County Departments of Human Services
Ohio Council on Economic Education
C. Scott Miller & Associates
Canton Police Department
Family Services of the Cincinnati Area
Big Bear Stores
School of Family & Consumer Studies, KSU
Timken Mercy Medical Center (Canton)
Borden Inc.
Children's Hospital
Even Start Family Literacy Program
Children's Trust Fund
Ohio Association for the Education of Young Children
Parents As Teachers
Rosemont Center/Psychiatric and Chemical Dependency Services
Parenting for Peaceful Families
Ohio Department of Health

How Do We Strengthen Families?



Ohio's Work and Family Life Program

The mission of the Work and Family Life program is to prepare students for competence in the important, challenging, and ever-changing work of the family. The ultimate aim of home economics is to strengthen families, empowering individuals to take action for the well-being of self and others in the home, workplace, community and world.

The family is an enduring institution which serves as the primary source of fulfillment of the basic human needs of love, security, and acceptance. Governor Voinovich proclaimed the best hope for the future is the well-being of families.

Students shape their future work and family goals through choices they make. In the work and family life program, core content or course areas are framed by the practical problems of individuals and families in real life roles. Students develop core process competencies in problem solving, interpersonal relationships, balancing work and family (high school program), and citizenship and leadership in the context of the practical problems posed in each course.

With its unique focus on the relationship between work and family, vocational home economics education empowers individuals and families across the lifespan to manage the challenges of living and working in a diverse global society.

Middle/Junior High School Work and Family Life

The basic Work and Family Life program for Middle/Junior High School and the Impact Work and Family Life program share a common curriculum. The scope and depth of curriculum depend, in large part, on the length of the course.

Core Process Competencies (to be integrated in each course)	
Problem Solving	**Management**
Interpersonal Skills	**Citizenship and Leadership**

Core Content Areas (at least two per semester course; four per full year course)	
Creating a Self-Identify	**Relating to Others**
Concerns regarding: • self-formation • sexuality • personal appearance • healthy lifestyle	Concerns regarding: • communication • family relationships • peer relationships • children • caring for others • global society
Becoming Independent*	**Managing Resources**
Concerns regarding: • self-care • clothing • food preparation • careers • work roles	Concerns regarding: • personal resources • economic resources • consumerism • living environment

* The "Becoming Independent" area provides an excellent opportunity for career exploration and planning for middle school/junior high school students for the development of the 8th Grade Career Plan.

(over)

High School Work and Family Life

Each core course area identified below represents an 18 week vocational-fundable course. The core process competencies for the high school Work and Family Life program are to be integrated into every core course. Personal Development and Resource Management are designed to meet the needs of ninth and tenth grade students; a combination of Personal Development and Resource Management as a one year foundation course is recommended for most schools. This replaces the comprehensive course that, for many years, was required in home economics. Nutrition and Wellness, Family Relations, Parenting, and Life Planning are designed to meet the needs of tenth, eleventh and twelfth grade students.

Core Process Competencies
(to be integrated into every core course area)

Balancing Work and Family

- expanding the concept of work and family
- on-going analysis of interaction of work and family roles

Problem Solving/Decision Making

- clarification of issues
- making decisions for the well-being of self and others

Interpersonal Skills

- positive, caring relationships
- effective communication
- conflict management

Citizenship and Leadership

- citizenship at home and outside the home
- cooperation
- evaluation of social conditions
- using planning processes to achieve goals

Core Course Areas
(minimum offering: one semester course per core course area)

Personal Development

- responsibility for self and others
- building self-esteem
- relationships with family and peers
- stress and conflict management
- career planning
- responsible parenting

Resource Management

- managing resources to achieve goals
- making consumer choices
- housing the family
- clothing the family
- feeding the family
- environmental responsibility

Nutrition and Wellness

- making choices to promote wellness for self and others
- relating psychological and social needs and food choices
- obtaining and storing food
- planning, preparing, and serving nutritious meals
- selecting and using equipment
- promoting optimal nutrition and wellness of society

Family Relations

- role and significance of family
- preparing for adult life, family life
- nurturing human development through the lifespan
- building healthy family relationships
- managing stress, conflict, and crisis
- coordinating work and family
- recognizing social forces that impact on families

Parenting

- parenting roles and responsibilities
- readiness and preparation for parenthood
- meeting the physical, emotional, social, and intellectual needs of family members
- nurturing healthy, caring relationships
- parenting in various family structures and cultures
- responsibilities of families and society in nurturing children

Life Planning

- developing a life management plan
- responsibility for self and others
- building interpersonal relationships
- establishing a lifelong career planning process
- managing resources to achieve goals and to meet food, clothing, and housing needs
- coordinating personal and career responsibilities

For more information, contact: Home Economics Supervisor, Ohio Department of Education, Division of Vocational and Career Education, 65 S. Front St., Rm. 909, Columbus, OH 43266-0308 614-466-3046 8/93

Ohio's Work and Family Life Program

A Call To Change . . .

The mission of the Work and Family Life Program is to prepare students for competence in the important and challenging work of the family. This program represents a shift in focus from the traditional instruction in homemaking tasks to instruction that will empower individuals to take action for the well-being of self and others in the home, workplace, community, and world. Five factors influenced this shift in focus.

1. **Increasing numbers of our students are at risk.**

   Our nation is at risk because over a million teens become pregnant annually. Suicide is the second leading cause of death among adolescents. AIDS is the top killer of young men in 64 U.S. cities. An American Home Economics Association survey of teens reported that 53% of high school juniors report drug use among friends and 46% have alcoholic friends.

2. **Families are under increasing stress.**

   By the year 2000, blended families will be the norm and the most common form of rearing families. Half of all children can expect to live in a single parent family before they reach age 18. A 300% increase in child abuse cases was reported in a ten-year period. The Justice Department recorded an average of 456,000 cases a year of family violence and believes that many more are not reported.

3. **Educational reform is a universal mandate.**

   Reform requires fundamental changes in the teaching and learning process. Learners should be actively engaged with real life problems, issues, tasks, projects, questions and choices. Teachers will facilitate learning through a variety of instructional methodologies. Assessment is based on performance.

4. **Living in the information age requires new skills.**

   Information is increasing in extraordinary proportions . One futurist predicts that 85% of today's information will change in the next twenty years. Choices facing individuals are increasingly complex.

5. **Societal changes have created new perspectives on the relationship between work and family life.**

   Since 1960, the number of mothers with children under the age of five working outside the home has increased from 15 percent to 60 percent. Among two parent families, nearly 80% can be classified as dual earner--due in part to economic necessity and increased career options for women. Family and work each make claims on our lives. Managing family and work responsibilities is one of the most challenging tasks facing the American family.

(over)

Guiding Principles . . .

- The family is an enduring institution which serves as the primary source of fulfillment of the basic human needs of love, security, and acceptance.
- The work of the family includes nurturing the growth and development of family members and managing resources to meet material needs including food, clothing, and housing.
- Parents are the first and primary teachers for their children.
- Family stability and commitment are essential to the well-being of individuals, families, the work force, and society.
- Society depends on two constants for its health and survival: work and family.
- Students shape their future work life and family life through the choices they make now and in the future.
- The Work and Family Life program must support and complement the family in preparing youth for personal and family responsibilities.

Conceptual Framework . . .

The conceptual framework for Ohio vocational home economics curriculum encompasses both content and process orientation. The practical problem solving approach best fits the mission of the Work and Family Life Program because it

- prepares students for facing the ever-changing and challenging work of the family
- uses practical problems of individuals and families to define course content
- helps students develop a high level of competence in problem solving, interpersonal skills, citizenship and leadership, and balancing work and family through practice in the context of the many practical problems posed in each course
- helps learners assume responsibility for their own thinking
- provides a framework for evaluating potential consequences of actions in terms of self, family, and others
- helps the learner apply knowledge and skills to immediate and future problems
- reflects the philosophy of home economics as a critical science with the mission of strengthening families and empowering individuals to take action for the well-being of self and others in the home, workplace, community and world

Importance of Family and Parental Involvement . . .

Work and Family Life instruction should supplement and support what is learned in the students' homes and families. Because of the nature of the work and family life program, it is imperative to actively seek input and involvement of parents and community members regarding curriculum. How we measure competencies that are less tangible such as "evaluate importance of responsible parenting for individuals, families, and society" is a concern. While we can measure knowledge and skills, we may not be able to adequately assess the practical application of attributes such as responsibility. However, this does not diminish the importance of striving for the competency.

For more information, contact: Ohio Department of Education, Vocational Home Economics, 65 South Front Street, Room 909, Columbus, OH 43266-0308, (614-466-3046).